External Review Team Process

Office of Federal and State Accountability
Division of Accountability

South Carolina Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included
2009

School: Swansea High School   **District:** Lexington Four

Principal: Leslie Hightower   **Superintendent:** Linda Hawkins

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Summary of Demographic Information from 2007 School Report Card

<u>School Profile</u>
Swansea High School (SHS) is in Lexington School District Four located in the southeastern corner of Lexington County. This rural community includes the towns of Gaston and Swansea and is a socio-economically depressed area with a highly transient student population. Lexington Four ranks near the bottom (84th out of 85) in wealth per student. Approximately 1/3 of the adult population holds less than a high school diploma and the school poverty index for the 2006-2007 school term was 71.1%.

The tables below provide a summary of the demographic information included on the 2007 School Report Card. Data from the 2006 Report Card was also included to provide comparison data to help identify trends. All student data remained constant or improved with the exception of the annual dropout rate. An increase in this area could negatively impact graduation rate and Longitudinal HSAP passage rate, but the five-year trend data indicates a significant improvement in this data point. The reduction in the "old for grade" indicator is a result in part from the reduction in retention rate over the last three years.

<u>Student Profile 2007 Report Card</u>

<u>Indicators</u>	<u>2007</u>	<u>2006</u>
Retention Rate	12.4%	14.8%
Attendance Rate	91.9%	91.8
Older than usual for grade	5.2%	14.4%
Enrollment in AP courses	16.6%	7.2%
Annual dropout rate	11.2%	6.1%
Out of School suspensions/expulsions	3.2%	3.1%

A critical factor for improvement in absolute index rating is the quality of teachers in the classroom. Highly qualified teachers, especially in the area of math, science, special education, and foreign language have been difficult to recruit and retain. Our 25% yearly transition in certified staff makes it more challenging to build capacity in our teaching staff.

Teacher Profile 2007 Report Card

Indicators	2007	2006
Teachers with advanced degrees	45.0%	34.5%
Continuing contract teachers	60.0%	NA
Teachers with provisional certificate	16.7%	21.3%
Teachers returning from previous year	75.4%	76.4%
Teacher attendance rate	93.8%	98.5%
Average teacher salary	$41,028	$38,854

Despite the efforts of our experienced district administration and supportive school board, our low wealth per students makes it difficult to match per pupil expenditure of schools with students like ours.

School Profile 2007 Report Card

Indicators	2007	2006
Principal's years at school	3.0	2.0
Student/teacher ratio in core subjects	30.7 to 1	30.5 to 1
Dollars spent per pupil	$6,879	$6,042
Percent expenditures for teacher salaries	48.0%	48.7%
Percent of expenditures for instruction	55.9%	57.4%

Population Diversity

The following tables summarize the school population diversity and performance for student groups. This information provides the areas of greatest need when developing strategies to improve student achievement.

2007 Report Card Population Performance
First Attempt HSAP Passage Rate

Status	Enrollment 1st Day of Testing	HSAP ELA Passage Rate	HSAP Math Passage Rate
ALL Students	250	80.3%	74.2%
Male	119	70.8%	68.1%
Female	131	88.5%	79.5%
White	190	82.7%	78.0%
African American	48	77.3%	61.5%
Hispanic	10	60.0%	60.0%
Disability Status	36	50.5%	47.2%
Free/Reduced Lunch	146	75.8%	67.8%

2007 Report Card Population Performance
End of Course Passage Rate

Status	Enrollment 1st Day of Testing	End Of Course Passage Rate
ALL Students	370	54.2%
Male	192	53.3%
Female	178	55.3%
White	290	57.1%
Black	36	46.9%
Hispanic	8	36.0%
Disability Status	24	34.3%
Free/Reduced Lunch	215	50.4%

2007 Report Card Population Performance
Longitudinal HSAP Passage Rate

Status	Enrollment 1st Day of Testing	HSAP Passage Rate by Spring 2007
ALL Students	223	82.1%
Male	108	77.8%
Female	114	86.8%
White	180	82.8%
Black	36	77.8%
Hispanic	NA	NA
Disability Status	29	34.5%
Free/Reduced Lunch	104	76.0%

2007 Report Card Population Performance
Graduation Rate

Status	Enrollment 1st Day of Testing	Graduation Rate
ALL Students	250	57.6%
Male	123	53.7%
Female	122	63.9%
White	191	58.6%
Black	41	58.5%
Hispanic	10	50.0%
Disability Status	34	26.5%
Free/Reduced Lunch	113	51.3%

Three Year Data in Chart Format

By improving 5.2% in Longitudinal HSAP Passage Rate .3 points would be added to the absolute index.

Longitudinal HSAP Passage Rate (30%)	5 100%	4 97.5–99.9%	3 90.7– 97.4%	2 87.3-90.6%	1 Below 87.3%
2005				90.1%	
2006					80.7%
2007					82.1%

SHS has received a 5 for First Attempt HSAP Passage rate two of the previous three years resulting in the addition of 1.0 to the absolute index.

First Attempt HSAP Passage Rate (20%)	5 62.9%	4 53.7–62.8%	3 37.4–53.6%	2 26.7–37.3%	1 Below 26.7%
2005	63.8%				
2006		61.0%			
2007	70.0%				

SHS has received a 3 for End-of–Course Passage Rate the last three years resulting in the addition of .6 to the absolute index.

End-of –Course Test Passage Rate (20%)	5 87.8%	4 72.4–87.7%	3 41.6–72.3%	2 26.2–41.5%	1 Below 26.2%
2005			51.2%		
2006			46.3%		
2007			54.2%		

SHS has received a 2 for Graduation Rate two of the last three years resulting in the addition of .6 to the absolute index. By improving 4.6% in graduation rate .3 points would be added to the index which would bring the total absolute rating to 3.1.

Graduation Rate (30%)	5 88.3%	4 79.6–88.2%	3 62.2–79.5%	2 53.6-62.1%	1 Below 53.6%
2005			65.2%		
2006				60.9%	
2007				57.6%	

Summary of the Process
The purpose of the Swansea High School Focused School Renewal Plan (FSRP) is to ensure the implementation of evidence-based strategies to bring about sustained improvement in student achievement as measured by the school report card. The four student achievement focused goals included in the FSRP resulted from the collaborative planning of the school leadership team (SLT), principal, and the External Review Team Liaison (ERTL). Effective implementation of these goals should lead to increased student achievement that will enable Swansea High School to meet expected progress and ultimately rise above the absolute rating of unsatisfactory.

Narrative of Meeting Expected Progress:
To meet expected progress Swansea High School must improve the absolute index of 2.1 in 2006 to 2.4 in 2009. The absolute rating on the 2007 report card was 2.5. The School Leadership Team utilized the Absolute Value Calculator to determine necessary growth for meeting expected progress and to move from our current unsatisfactory rating. We found that increasing the Graduation Rate by 4.6% to 62.2% would give us .9 points toward the Absolute Index. By maintaining or improving the HSAP First Time Passage Rate of 70.0%, 1.0 points would be earned. We could earn an additional .6 points toward the Absolute Index by increasing the Longitudinal HSAP Passage Rate by 5.2% to 87.3. Finally, if we maintain or improve the 54.2% EOCEP Passage Rate, we will earn .6 points. After calculating the absolute value with these percentages we would increase our Absolute Index to an overall rating of 3.1, helping us not only meet expected progress but also attain a Below Average Rating on the 2009 Report Card.

School Timeline

	Testing	Utilization of Data	Professional Development	Implementation/ Monitoring of Strategies
July 2008			• PLC	• Begin PLC Work: • Essential Learning Goals • Base Maps • Common Assessments
August 2008			• MAP Overview • Pearson Overview • Interpreting MAP Data • PLC • MAP Goal Setting	
September 2008	• Pearson (EOC) • MAP Testing (HSAP)	• Analyze Pearson Results • Analyze MAP Results	• PLC	Goal Setting with Students
October 2008	• Pearson (EOC) • Fall HSAP Testing	• Analyze Pearson Results	• PLC	
November 2008			• PLC	
December 2008	• Pearson (EOC) • MAP Testing (HSAP)	• Analyze Pearson Results • Analyze MAP Results	• PLC	Goal Setting with Students
January 2009			• PLC	
February 2009	• Pearson (EOC)	• Analyze Pearson Results	• PLC	
March 2009	• MAP Testing (HSAP)	• Analyze MAP Results	• PLC	Goal Setting with Students
April 2009	• Spring HSAP Testing		• PLC	
May 2009	• State EOCEP • Pearson (EOC)	• Analyze Pearson Results	• PLC	

FOCUSED SCHOOL RENEWAL PLAN

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Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 87.3% of students listed as 9GR 06 will have a passing score on HSAP or have a MAP RIT score correlated to HSAP level 2 performance on both ELA and mathematics.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. There will be an accurate 9 GR file of all 3rd and 4th year students, listing each student's status on HSAP in the areas of English, mathematics, and overall passage.	Principal, Assistant Principal, Director of Guidance	July 2008 Updated after Fall HSAP	• Documentation will be maintained electronically and in the HSAP documentation file. • Maintain appropriate on-going documentation of students transferring in and out at the district and school level. • Request and maintain a listing of the HSAP score reports of all students who transfer in during the school year. • Keep an accurate listing of all students required to be tested at each HSAP testing cycle. • Ensure that IEPs for Special Needs students are properly written and implemented for HSAP testing. • Ensure the accuracy of data in the pre-code file and longitudinal report submitted to the SCDE. Hightower, Evans, Baker, Porter
2. Collaborative teacher teams will "unwrap" the state standards to pinpoint the essential content and skills students must know to score basic or above on HSAP. These essential learning goals will guide classroom instruction and assessment.	Collaborative Teams, Dept. chairs	June 2008	Documentation will be maintained that essential learning goals aligned to state standards are listed in course base maps, are evident during classroom instruction, and are evident in formative and summative assessments. Sargent, Baker, Sharpe, Stroud
3. Pacing guides developed by collaborative teacher teams will be used to guide classroom instruction and assessment in English and math. All second-year students will have the opportunity to learn the essential content and skills that are assessed on the HSAP.	Collaborative Teams, Team Leader	June 2008	Pacing guides are posted on the shared drive and a hard copy will be on teachers' desks. Observed classroom instruction, assessment, and student engagements will have a high positive correlation to content outlined in the pacing guide. Sargent, Baker, Sharpe, Stroud

4. Collaborative teacher teams will develop common formative assessments to measure student learning of the essential learning goals in order to guide instruction. Assessment will be given quarterly. (Pearson Benchmark)	Collaborative Teams, Team Leader	June 2008	Teacher developed formative assessments using a data base of test items from Pearson Benchmark software are used in quarterly formative assessments. Sargent, Baker, Sharpe, Stroud
5. Collaborative teacher teams will analyze disaggregated data from the quarterly common formative assessments to identify students that need additional time and assistance to learn the essential learning goals that are assessed on the HSAP. (Data from MAP)	Collaborative Teams, Team Leader	Sept. 2008	• Teams will analyze student quarterly formative assessments. • Team minutes: • List identifying students needing additional time and support • Review of pacing guides • Review of assessments • Analysis of teaching strategies to improve student learning. Sargent, Baker, Sharpe, Stroud
6. Teacher teams will collaborate at least once weekly on curriculum, instruction, assessment, and intervention to target areas of need based on assessment results and to update lists of students needing intervention.	Collaborative Teams, Team Leader Principal	Aug 2008 May 2009	Teams will provide meeting minutes, updated student lists, and updated products including: essential learning goals, pacing guides, common formative assessments, and data to analyze. Hightower, Sargent, Baker, Sharpe, Stroud
7. Instructional Coaches will work directly with certified personnel to increase expertise in curriculum, instruction, implementation of best practice instructional strategies that engage all students (student-centered classroom, academic rigor).	Instructional Coaches	Aug 2008 June 2009	Coach will provide documentation of: classroom observations, teacher feedback, presenting model lessons, reviewing assessments, and coaching sessions/study groups. Seawright
8. Implement a systematic intervention plan: tutoring program outside the regular school day; personnel working with students below standard on essential learning goals as determined by formative assessment data.	Principal SLT Collaborative teams	Aug 2008 June 2009	Observations during learning labs along with student attendance records to tutoring sessions will be documented. Progress reports will be provided for parents and classroom teachers. Hightower, Evans, Seawright, Porter, Taylor, Baker, Sharpe, Stroud
9. Required developmental classes for all students not passing either portion of HSAP. Course content is aligned to standards on HSAP.	Principal Guidance	Aug 2008 June 2009	Alignment of HSAP failed attempt list and course rosters will be completed. Hightower, Porter
10. All second year high school students identified as at risk are enrolled in a required 1 credit elective course in English and math.	Principal Guidance	Aug 2008 June 2009	Student lists and class rosters will be verified. Hightower, Porter

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Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 75% of students listed as 9GR 08 will have a MAP RIT score correlated to HSAP level 2 performance on both ELA and mathematics.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Collaborative teacher teams will "unwrap" the state standards to pinpoint the essential content and skills students must know to score basic or above on HSAP. These essential learning goals will guide classroom instruction and assessment.	Collaborative Teams, Team Leader	June 2008	Documentation that essential learning goals aligned to state standards are listed in course base maps, are evident during classroom instruction, and are evident in formative and summative assessments. Sargent, Baker, Sharpe, Stroud
2. Pacing guides developed by collaborative teacher teams will be used to guide classroom instruction and assessment in English and math. All second year students will have the opportunity to learn the essential content and skills that are assessed on the HSAP.	Collaborative Teams, Team Leader	June 2008	Pacing guides are posted on the shared drive and a hard copy will be on teachers' desks. Observed classroom instruction, assessment, and student engagements will have a high positive correlation to content outlined in the pacing guide. Sargent, Baker, Sharpe, Stroud
3. Collaborative teacher teams will develop common formative assessments to measure student learning of the essential learning goals in order to guide instruction. Assessment will be given quarterly. (Pearson Benchmark)	Collaborative Teams, Team Leader	June 2008	Teacher developed formative assessments using a data base of test items from Pearson Benchmark software are used in quarterly formative assessments. Sargent, Baker, Sharpe, Stroud

4. Collaborative teacher teams will analyze disaggregated data from the quarterly common formative assessments to identify students that need additional time and assistance to learn the essential learning goals that are assessed on the HSAP. (Data from Pearson Benchmark)	Collaborative Teams, Team Leader	Sept. 2008	- Teams will analyze student quarterly formative assessments. - Team minutes: - List of students needing additional time and support - Review of pacing guides - Review of assessments - Analysis of teaching strategies to improve student learning. Sargent, Baker, Sharpe, Stroud
5. Teacher teams will collaborate at least once weekly on curriculum, instruction, assessment, and intervention to target areas of need based on assessment results and to update lists of students needing intervention.	Collaborative Teams, Team Leader Principal	Aug 2008 May 2009	Teams will provide meeting minutes, updated student lists, and updated products including: essential learning goals, pacing guides, common formative assessments, and data to analyze. Hightower, Sargent, Baker, Sharpe, Stroud
6. Instructional Coaches who work directly with certified personnel to increase expertise in curriculum, instruction, implementation of best practice instructional strategies that engage all students (student-centered classroom, academic rigor).	Instructional Coaches:	Aug 2008 June 2009	Coach will provide documentation of: classroom observations, teacher feedback, presenting model lessons, reviewing assessments, and coaching sessions/study groups. Seawright
7. Implement a systematic intervention plan: tutoring program outside the regular school day; personnel working with students below standard on essential learning goals as determined by formative assessment data.	Principal SLT Collaborative teams	Aug 2008 June 2009	Observations during learning labs along with student attendance records to tutoring sessions will be documented. Progress reports will be provided for parents and classroom teachers. Hightower, Evans, Seawright, Porter, Sargent, Baker, Sharpe, Stroud
8. All second year high school students are enrolled in required 1 credit elective courses in English and math.	Principal Guidance	Aug 2008 June 2009	Student lists and class rosters will be verified. Hightower, Porter

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Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, at least 60% of our students enrolled in courses with End of Course Tests (English I, Algebra I, Physical Science, and US History) will score 70 or above on Pearson Benchmark aligned with the End-of-Course Tests.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Collaborative teacher teams will "unwrap" the state standards to pinpoint the essential content and skills students must know to score 70 or above on the end-of-course examination. These essential learning goals will guide classroom instruction and assessment.	Collaborative Teams, Team Leader	June 2008	Documentation that essential learning goals aligned to state standards are listed in course base maps, are evident during classroom instruction, and are evident in formative and summative assessments. Sargent, Baker, Sharpe, Stroud
2. Collaborative teacher teams will develop course pacing guides to ensure classroom instruction is focused on the content and skills students need to score 70 and above on end-of-course examinations.	Collaborative Teams, Team Leader	June 2008	Pacing guides are posted on the shared drive and a hard copy will be on teacher's desks. Observed classroom instruction, assessment, and student engagements have a high positive correlation to content outlined in the pacing guide. Sargent, Baker, Sharpe, Stroud
3. Collaborative teacher teams will develop common formative assessments to measure student learning of the essential learning goals assessed on the end-of-course examination. (Pearson Benchmark)	Collaborative Teams, Team Leader	June 2008	Teacher developed formative assessments using a data base of test items from Pearson Benchmark software are used in quarterly formative assessments. Sargent, Baker, Sharpe, Stroud
4. Collaborative teacher teams will analyze disaggregated data from the common formative assessments to identify students that need additional time and assistance to learn the essential learning goals assessed on the end-of-course examination. (Data from Pearson Benchmark)	Collaborative Teams, Team Leader	Sept. 2008	• Teams will analyze student quarterly formative assessments. • Team minutes: • List of students needing additional time and support • Review of pacing guides • Review of assessments • Analysis of teaching strategies to improve student learning.

			Sargent, Baker, Sharpe, Stroud

5. Teachers teams will collaborate at least once weekly on curriculum, instruction, assessment, and intervention to target areas of need, based on assessment results.	Collaborative Teams, Team Leader Principal	Aug 2008 May 2009	Team will provide meeting minutes, role, and products produced by the team including: essential learning goals, pacing guides, common formative assessments, and data to analyze. Hightower, Evans, Porter, Baker, Seawright, Sargent, Sharpe, Stroud
6. Instructional Coaches will work directly with certified personnel to increase expertise in curriculum, instruction, implementation of best practice instructional strategies that engage all students (student-centered classroom, academic rigor).	Instructional Coaches:	Aug 2008 June 2009	Coach will provide documentation of classroom observations, teacher feedback, presenting model lessons, reviewing assessments, and coaching sessions/study groups. Seawright
7. Implement a systematic intervention plan: tutoring program outside the regular school day; personnel working with students that are below standard on essential learning goals as determined by formative assessment data.	Principal SLT Collaborative teams	Aug 2008 June 2009	Observations during learning labs along with student attendance records to tutoring sessions. Progress reports will be provided for parents and classroom teachers. Hightower, Evans, Porter, Baker, Seawright, Sargent, Sharpe, Stroud
8. All second-year high school students are enrolled in required 1 credit elective courses in English and math.	Principal Guidance	Aug 2008 June 2009	Class rosters will be verified. Hightower, Porter

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Student Achievement Focused Goal

Focused Student Achievement Goal 4: By April 1, 2009, at least 62.2% of the entire 9GR06 student population will be identified as having completed graduation requirements or enrolled in courses required to complete the twenty-four required units for graduation in Spring 2009 as measured by the School Generated Graduation Profile (SGGP).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Maintain an updated 06 9GR file by removing students that withdraw with the documentation required by the SDE and by adding students enrolling with a 06 9GR.	Guidance Principal	July 2008 June 2009	Maintain School Generated Graduation Profile (SGGP) in order to monitor students who enter, students who leave, students who dropout, possible graduates, non-diploma students, and graduation rate. In July, conduct a thorough search and review of 9GR 06 file documenting students who are not on track for graduation. Monitor transcripts to ensure each student possesses the proper credentials to graduate. Hightower, Porter
2. Collaborate with the district office to establish and or enforce appropriate guidelines and procedures relative to student documentation for entering and exiting the district.	District Office Personnel, School Level Personnel	July 2008	Meet with appropriate district personnel. Highlight issues and problems with current procedures (i.e., expelled students enrolled in district, students who are not legal residents, students without transcripts for appropriate grade level and course placement, repeated transfers in and out of districts. Establish enrollment guidelines and procedures for students entering and exiting the district. Maddox, Hightower, Porter, Wells
3. Contact all students not accounted for from the 06 9GR file.	Guidance Secretary & Counselors	July 2008 June 2009	Logs of telephone calls, home visits, and/or registered letters will be maintained. Wells, Porter, Burns, Atkins

4. File proper documentation for exiting students to provide evidence to the SDE to adjust longitudinal data.	Principal Guidance Guidance Secretary, District Office Personnel	July 2008 May2009	Maintain copies of documentation (i.e. transcript requests from forwarding school, first year in high school transcript). Provide all other appropriate documentation to verify status of students no longer active. Hightower, Wells, Porter, Maddox, Lindler
5. Monitor student progress in the following credit recovery programs: summer, embedded, and after school.	Guidance Virtual School, Summer School, After School, Coordinators	July 2008	Identify students who have failed one or more courses. Enroll students in appropriate credit recovery program. Continually communicate credit recovery information to parents by: newsletter, letters, and conferences. Maintain records of credits recovered. Adjust student transcripts. Porter, Wells
6. Monitor graduation status and identify students at risk of not graduating in four years.	Guidance Administrators, Guidance Secretary	July 2008	Update lists of students at the end of each marking period that are in danger of not graduating due to excessive referrals, absences, and failing grades. Porter, Burns, Atkins, Wells, Hightower, Evans, Baker
7. Provide support for students who are potential dropouts.	Administrators, Guidance Guidance and Attendance Secretary	July 2008	At each marking period, collaboratively identify students at risk of dropping out based on a review of the following reports: attendance, discipline referrals, home and family issues, transcripts, and grades. Generate a written report listing the status of each student after each review. Porter, Burns, Atkins, Wells, Henderson, Hightower, Evans, Baker
8. Provide constant feedback to parents and students on requirements for graduation and post-secondary plans.	Guidance Department	August 2008	Hold senior grade-level meetings in early September 2008 to inform students and parents of graduation requirements. Guidance counselors will provide parents and students with written graduation status reports to include credits towards graduation and any credit deficiencies. Monitor senior transcripts to ensure that students are on track for graduation in 2009. Porter, Burns, Atkins

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Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will facilitate and monitor the implementation of strategies to increase the 2007 HSAP first time passage rate from 70% to 75%, as evidenced by a March MAP RIT score correlated to Level 2 performance on HSAP. The 2007 EOC passage rate will increase from 54.2% to 60%, as evidenced by students in EOC courses scoring 70% or above on Pearson Benchmark assessments aligned to End of Course Tests.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Ensure all collaborative teams for courses that lead to HSAP or EOC exams include a member of the administrative team and/or an academic coach. This will help ensure each team has: a clear mission, a system of running their meetings, and a focus on teaching and learning.	Principal SLT Collaborative Teams	July 2008	Each team will have the following information: SMART Goal(s) to guide their work, list of group norms for conducting meetings, minutes from weekly meetings. The documents can be observed on the shared professional drive and printed and the process will be observed and verified by the school leadership team. Hightower, Evans, Baker, Seawright
2. Ensure all collaborative teams have identified essential learning goals and have developed course pacing guides so all students have access to a viable curriculum.	Principal SLT Collaborative Teams	July 2008	Review course base maps that include essential learning goals and course pacing guides. Observe classes using walk-through observations and extended observations to record evidence of alignment between the curriculum and instruction. Hightower, Evans, Baker, Seawright
3. Ensure all collaborative teacher teams have developed common formative assessments to measure student learning of the essential learning goals assessed on EOC exams.	Principal SLT Collaborative Teams	July 2008	Review copies of formative assessments that are maintained in the Pearson Benchmark Assessment program for review. Hightower, Evans, Baker, Seawright, dept. chairs
4. Ensure teacher teams analyze disaggregated data from the common formative assessments to identify students that need additional time and assistance to learn the essential learning goals assessed on the EOC exams and HSAP. (Data from Pearson Benchmark & MAP)	Principal SLT Collaborative Teams	Sept. 2008	Participate in analysis of assessment results and review the list of: areas of strength, areas of need, list of students needing additional time and support to learn the essential learning goals. Hightower, Evans, Baker, Seawright, dept. chairs

5. Ensure teams collaborate at least once weekly on curriculum, instruction, assessment, and intervention to target areas of need, based on assessment results.	Principal SLT Collaborative Teams	Aug. 2008	Participate in team meetings and review collaborative team minutes. Observe classroom instruction for evidence of enrichment in the targeted area. Hightower, Evans, Baker, Seawright
6. Ensure there is a systematic intervention plan: tutoring program outside the regular school day; personnel working with students that are below standard on essential learning goals as determined by formative assessment data.	Principal SLT Collaborative Teams	Sept. 2008	Monitor embedded academic assistance, afterschool tutoring programs, and afterschool credit recovery to ensure students needing extra time and support are listed on the rosters. Hightower, Evans, Baker, Seawright, dept. chairs
7. Adjust the master schedule so students enrolled in courses leading to EOC exams and HSAP are yearlong courses that meet 180 days. Additionally arrange the schedule to allow 30 more seat hours of instruction in each course.	Principal	July 2008	Confirm that the master schedule in SASI indicates a 7 period schedule with 55 minute classes allowing for 165 hours of instruction for each course. Hightower
8. Provide a double-dose course load in English and math for students at risk of scoring below standard on EOC tests and HSAP.	Principal Assistant Principal Guidance	Aug. 2008	Confirm schedules in SASI for all students meeting the criteria in the intervention pyramid. Hightower, Evans, Porter

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Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will facilitate and monitor the implementation of strategies to increase longitudinal HSAP passage rate from 82.1% to 87.3% as measured by HSAP fall administration and students having a March MAP RIT score correlated to HSAP level 2 performance on both English and mathematics.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Ensure implementation of strategies to increase first time HSAP passage rate.	Principal, SLT, Collaborative Teams	July 2008	Review indicators for principal's instructional leadership goals 1. Hightower, Evans, Baker, Seawright, dept. chairs
2. Review longitudinal exit exam student data file for accuracy.	Principal Guidance Guidance Secretary	July 2008	Review the accuracy of the longitudinal exit exam student data file, as scheduled by the Longitudinal HSAP template, as measured by a roster of students tested. Hightower, Porter, Wells
3. Schedule students who failed any part of the HSAP for MAP testing.	Principal Guidance Asst. Principal SLT	July 2008	Ensure MAP is administered to all students who have failed any portion of HSAP during the fall and winter administration. Hightower, Evans, Baker, Seawright, Porter, dept. chairs
4. Collaborative Teams will disaggregate MAP data to identify instructional needs of all students.	Principal Asst. Principal Department Collaborative Teams Guidance	Sept. 2008	Evaluate student learning after classroom instruction focused on specific standards to guide re-teaching. Trigger interventions- identify students needing extra time and support. Dept. minutes will reflect that CT's will adjust: pacing guides, assessments, instructional practice to address specific learning needs of student. Provide feedback to students & parents. Hightower, Evans, Baker, Seawright, Porter, dept. chairs
5. Require developmental classes for all students not passing one or more portions of HSAP. Course content is aligned to standards on HSAP.	Principal Asst. Principal SLT, Guidance	July 2008	Verify in rosters and checklist format that students that failed one or more portions of HSAP are enrolled in developmental classes. Hightower, Evans, Baker, Seawright, Porter, dept. chairs

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Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 3: By April 1, 2009, the principal will facilitate and monitor the implementation of strategies such that at least 62.2% of the entire 9GR06 student population will be identified as having completed graduation requirements or enrolled in courses required to complete the twenty-four required units for graduation in Spring 2009 as measured by the School Generated Graduation Profile (SGGP).
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Provide leadership in reviewing and monitoring the implementation of the strategies for all student achievement goals in the FSRP.	Principal Asst. Principal Department Collaborative Teams Guidance	July 2008	Provide on-going collaboration, collection and review of reports, records, and assessment data for effective implementation of programs, initiatives, and strategies as outlined in the FSRP during bi-monthly SLT meetings and collaborative team meetings as noted in a monitoring assessment chart developed for this purpose. Coordinate and communicate monthly with district office on the status of the implementation of the FSRP and request support as needed. Hightower, Evans, Baker, Seawright, Porter, dept. chairs
2. Ensure there is a systematic intervention plan for students at risk of not doing well which includes: a tutoring program outside the regular school day and personnel working with students that are below standard on essential learning goals as determined by formative assessment data.	Principal SLT Collaborative Teams	Sept. 2008	Develop a profile chart to monitor embedded academic assistance, afterschool tutoring programs, and afterschool credit recovery to ensure students needing extra time and support are listed on the rosters. Hightower, Evans, Baker, Seawright, dept. chairs
3. Require developmental classes for all students not passing either portion of HSAP. Course content is aligned to standards on HSAP.	Principal Asst. Principal SLT Guidance	July 2008	Verify students that failed to pass both portions of HSAP are enrolled in developmental classes. Hightower, Evans, Baker, Seawright, Porter, dept. chairs

4. Maintain an updated 06 9GR file by removing students that withdraw with the documentation required by the SDE and by adding students enrolling with a 06 9GR.	Principal Asst. Principal Guidance Guidance Secretary	July 2008	Maintain school developed graduation excel file in order to monitor students who enter, students who leave, students who dropout, possible graduates, non-diploma students, and graduation rate. In July, conduct a thorough search and review of 9GR 06 file documenting students who are not on track for graduation. Monitor transcripts to ensure each student possesses the proper credentials to graduate. Hightower, Evans, Porter, Wells
5. Collaborate with the district office to establish and or enforce appropriate guidelines and procedures relative to student documentation for entering and exiting the district.	District Office Personnel, School Level Personnel	July 2008	Meet with appropriate district personnel. Highlight issues and problems with current procedures (i.e., expelled students enrolled in district, students who are not legal residents, students without transcripts for appropriate grade level and course placement, repeated transfers in and out of districts. Establish enrollment guidelines and procedures for students entering and exiting the district. Maddox, Hightower, Porter, Wells
6. Monitor student progress in the following credit recovery programs: summer, embedded, and afterschool.	Principal Guidance Summer School, Virtual school, and After School coordinators	July 2008	Identify and list students who have failed one or more courses. Enroll students in appropriate credit recovery program. Continually communicate credit recovery information to parents by: newsletter, letters, and conferences. A written record will be maintained of the credits recovered and adjustments made to students' transcripts. Hightower, Baker, Porter, Sargent

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the district will support the implementation of strategies to increase the 2007 HSAP first time passage rate from 70% to 75%, as evidenced by March MAP RIT scores correlated to level 2 performance on HSAP. The 2007 EOC passage rate will increase from 54.2% to 60%, as evidenced by students in EOC courses scoring at 70% or higher on Pearson Benchmark assessments aligned to End of Course tests.
(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Support the implementation of strategies for all student achievement goals in the FSRP.	Associate Superintendent	July 2008	Attend one SLT meeting each month, review Pearson/MAP assessment data, and provide quarterly feedback on an implementation checklist. Maddox
2. Assist the school leadership team in gathering student performance data to guide decision-making.	Associate Superintendent	July 2008	Provide the resources for training to analyze assessment results and review: areas of strength, areas of need, list of students needing additional time and support. Maddox
3. Provide curricular, instructional, and assessment training and support for the principal and SLT.	Associate Superintendent	July 2008	Provide the resources for in-service training on professional learning communities for the entire faculty and additional days for the school leadership team. Maddox
3. Support the development of a FSRP that will enable the school to meet expected progress.	Associate Superintendent	July 2008	Provide resources for professional development in the areas of data analysis, strategic planning, and instructional leadership. Maddox
4. Allocate resources, including time and support, required by the school to accomplish goals.	Associate Superintendent	July 2008	Purchase Pearson Benchmark software and training, technology lab for targeted interventions, hire instructional coaches, and hire additional English and math teachers. Maintain a written summary of these tasks. Maddox
5. Provide standards-based professional development designed to increase instructional	Associate Superintendent	July 2008	Provide resources for in-service training on professional learning communities for the entire faculty and additional

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effectiveness of teachers and student learning.			days for the school leadership team. Maddox

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the district will support the implementation of strategies to increase the longitudinal HSAP passage rate from 82.1% to 87.3%, as measured by HSAP fall administration and students having a March MAP RIT score correlated to HSAP level 2 performance on both English and mathematics.
(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Support implementation of best practice strategies in curriculum, instruction, and assessment to ensure student performance at the highest level of all students.	Associate Superintendent	July 2008	Provide resources for professional development in the areas of curriculum, instruction, and assessment for the principal and school leadership team. Maddox
2. Provide the additional FTEs required to offer developmental classes for all students not passing one or more portions on HSAP.	Associate Superintendent	July 2008	School allocation of English and mathematics FTEs documented on school allocation report. Maddox
3. Provide district support to maintain an updated 06 9GR file by removing students that withdraw with the documentation required by the SDE and by adding students enrolling with a 06 9GR.	Associate Superintendent Technology Director	July 2008	Assist with the set-up of a longitudinal HSAP Passage rate template to monitor students who enter, students who leave, students who dropout, possible graduates, non-diploma students, and graduation rate. Provide the tools and training for school staff to conduct a thorough search and review of 9GR 06 file documenting students who are not on track for graduation. Maddox, Lindler
4. Collaborate with SHS to establish and or enforce appropriate guidelines and procedures relative to student documentation for entering and exiting the district.	Associate Superintendent Technology Director	July 2008	Enforce school board policy for: expelled students enrolled in district, students who are not legal residents, students without transcripts for appropriate grade level and course placement, repeated transfers in and out of districts, etc. Maddox, Lindler

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 3: By April 1, 2009, the district will support the implementation of strategies such that at least 62.2% of the entire 9GR06 student population will be identified as having completed graduation requirements or enrolled in courses required to complete the twenty-four required units for graduation in Spring 2009 as measured by the School Generated Graduation profile (SGGP).
(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Collaborate with SHS to establish and or enforce appropriate guidelines and procedures relative to student documentation for entering and exiting the district.	Associate Superintendent Technology Director	July 2008	Enforce school board policy for: expelled students enrolled in district, students who are not legal residents, students without transcripts for appropriate grade level and course placement, repeated transfers in and out of districts, etc. Maddox, Lindler
2. Provide resources and training to implement a systematic intervention plan for students at risk of not doing well which includes: a tutoring program outside the regular school day and personnel working with students that are below standard on essential learning goals as determined by formative assessment data.	Associate Superintendent	July 2008	Provide resources for: NovaNet license, certified staff, professional development, and technology hardware. Observe the different programs in operation and analyze data including credits recovered, longitudinal retention rate, and program participation. A brief narrative of these task/actions will be maintained for documentation. Maddox, Lindler
3. Provide district support to maintain an updated 06 9GR file by removing students that withdraw with the documentation required by the SDE and by adding students enrolling with a 06 9GR.	Associate Superintendent Technology Director	July 2008	Assist with the set-up of the School Generated Graduation Profile (SGGP) to monitor students who enter, students who leave, students who dropout, and students who graduate early. Provide the tools and training for school staff to conduct a thorough search and review of 9GR 06 file documenting students who are not on track for graduation. Maddox, Lindler
4. Support implementation of best practice strategies in curriculum, instruction, and assessment to ensure student performance at the highest level of all students.	Associate Superintendent	July 2008	Provide resources for professional development in the areas of curriculum, instruction, and assessment for the principal and school leadership team. Maddox

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Title and Description of Each Program and Initiative
Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP)

NWEA's Measures of Academic Progress (MAP) are state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. The difficulty of a test is adjusted to the student's performance, so each student sees different test questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level. At Swansea High School all students that will take HSAP are scheduled for MAP testing in reading and mathematics. Tests are taken in the fall, winter, and spring. MAP tests are important to teachers because they keep track of progress and growth in basic skills. The MAP scores provide teachers with data on student's strengths and areas that are in need of additional support. Teachers use this information to help them guide instruction in the classroom.

Pearson Benchmark

Pearson Benchmark is a comprehensive district-level formative assessment testing system and reporting tool. It contains test items based on the current South Carolina State standards and indicators. Pearson Benchmark enables collaborative teacher teams to measure, manage, and maximize student achievement through testing, reporting and analysis. It allows the teams to create common formative and summative assessments based on state standards and provides data at the student level, teacher level and school level. It is a critical tool to facilitate the professional growth of our teaching staff by allowing us to develop common assessments in specific courses, including those with EOC exams, which drives our professional learning communities.

Virtual School

The Swansea High School Virtual School has been created to allow students increased flexibility in their scheduling options. The Virtual School is made up of 3 components: the Credit Recovery section, the Initial Credit section and the Advanced Placement section. These sections will be explained in greater detail below. Since we do not know all of the virtual courses that will be offered during the upcoming school year we have not listed them in this guide; however, that information should become available by the summer. It is important to understand that the Virtual School has been created to better serve our students and that all Virtual School courses must be approved by the Guidance Department and the Administrative team prior to scheduling.

Credit Recovery

This program allows students to earn credits in courses that have previously been lost due to academic average or insufficient attendance. The power of this model is flexibility and the combination of computer-assisted instruction, along with individual tutoring by a certified teacher. The state of South Carolina requires that each student meet the minimum criteria in the area of attendance and a minimum level of competency in content knowledge to receive credit. In order for a student to be eligible for the credit recovery program they must have met, or come close to, the 120 seat-hour requirement and must then show a basic understanding of the curriculum provided by NovaNET. This curriculum is aligned with the South Carolina Curriculum Standards for all core academic courses and is approved by the South Carolina State Department of Education. Each of the required modules (like chapters in a textbook) begins with a Pre-test. This Pre-test allows the student the opportunity to skip the given module, if they have a high enough score. If not, the student will be assigned certain lessons that will instruct the student in areas of weakness. Each module ends with a Post-test; this is the student's second chance to reach a certain level of success. Swansea High School currently offers three specific free credit recovery programs including: summer school credit recovery (runs 4 blocks per day, 4 days a week, 8 weeks during the summer); afterschool credit recovery (Tues. through Thurs. from 3:30 until 5:30 30 of the 36 weeks of the school term); and embedded credit recovery (180 day of the year, offered every period, for up to 32 students).

Initial Credit

This program allows students to earn initial credit in classes they have never taken before. The program utilizes courses offered by the South Carolina Virtual School (SCVS). These courses are taken completely on-line with actual teachers employed by the South Carolina Department of Education. These courses will take an entire semester to complete and include attendance and grade requirements for credit. Academic requirements will consist of a combination of writing assignments, online chat sessions, online exams and online final exams. The availability of these courses is subject to enrollment.

Advanced Placement Credit

This program allows students the opportunity to take Advanced Placement courses that we do not currently offer at Swansea High School. The program utilizes online courses provided by the Apex Learning Company. Apex Learning's online Advanced Placement curriculum is designed to reflect the curriculum of the College Board and widely used textbooks. The curriculum makes use of multimedia and direct-instruction tutorials to present key concepts. Different learning styles are addressed, allowing students to learn visually, tangibly, verbally, or formally. Payment for these courses is the responsibility of the student; however, they may have access to the course during the school day.

Freshman Academy

The Freshman Academy was implemented at the beginning of the 2003-2004 school year. The data driving the implementing of the program was a combination of school longitudinal data and national research that indicated ninth-grade failure rates were larger than any other grade level. The failure of many students to acquire at least six Carnegie units was caused in part by the many challenges associated with the transition from middle to high school. The Freshman Academy provides a structured environment housed in one wing of our school. Only first time freshmen are enrolled in the core curriculum classes, and embedded academic assistance courses are provided for students at the greatest risk of not meeting the attendance and academic requirements to earn a credit. Ninth grade students also take non-core courses in the traditional high school setting, where they are disperse with the rest of the student body during lunch and in elective classes.

School Generated Graduation Profile (SGGP)

The School Generated Graduation Profile (SGGP) is a school-developed excel file that was created to assist those school staff who are responsible with monitoring students who enter, students who leave, students who dropout, possible graduates, non-diploma students, and overall school graduation rate.

Professional Learning Community (PLC)

A Professional Learning Community is defined as a staff development opportunity, sustained over time, involving teams of educators who: 1) regularly collaborate to improve student achievement, 2)reflect on team-designed lessons, common curriculum, and instructional practices, and 3)participate in team discussion, collaboration, and decision-making on essential learning outcomes and intervention activities. These decisions are based on student results and data from a variety of assessments, including common formative assessments; such as MAP, Pearson benchmark, and teacher-made summative assessments. Collaborative teams at SHS meet weekly to participate in and learn through these practices.